

One-Time Performance-Based Compensation Plan (SB281)

Millard and CBA Center Charter School Districts

The 2008 Legislature appropriated funds to be distributed to school district employees as a one-time performance compensation as outlined in a district plan submitted to the Utah State Office of Education. Utah Code 53A-17a-148 requires district plans to outline:

- Who is eligible for the performance-based compensation
- The criteria that will be used for awarding the performance-based compensation
- The instruments or assessments that will be used to measure or evaluate performance
- The amount of performance-based compensation that will be awarded
- Whether the performance-based compensation will be based on individual, team, or school-based performance

The Millard and CBA Center (Charter) School District Board of Education adopts the following policy regarding performance bonus pay for district employees. The Board encourages active participation in this program which will lead to greater student achievement, employee collegiality and school success.

ELIGIBILITY

Both professional and classified employees with a current assignment in the district, who are not on formal probation and/or warning status, are eligible to participate in the Performance-Based Compensation Plan. Employees who are terminated during the course of the school year, or employees who are placed on probation or who receive a formal warning in relation to a job-related incident during the school year, shall be removed from the eligible list for the Performance-Based Compensation Program. Participation is voluntary and employees should not feel compelled to participate. Employees will be required to complete an application in order to participate.

CRITERIA FOR AWARDING PERFORMANCE-BASED COMPENSATION

Each employee will meet with their immediate supervisor prior to September 26, 2008 to establish job-related performance goals. Satisfactory performance of the goals, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation. Satisfactory completion of these goals will be based on 2008-09 performance only.

Job-related performance goals will be selected that require effort and attention to high standards of performance and that reflect the maintenance or improvement of a quality learning environment for students, regardless of the job assignment. Employees wishing to participate in the performance-based compensation program must demonstrate success of the following four areas:

- Satisfactory job performance
- Professional Growth
- Impact on student progress
- Professionalism and leadership

Satisfactory job performance

Using our current administrator, teacher and classified employee evaluation instruments, employees must demonstrate standard work performance.

Standard work performance is defined as: 1) no more than two below "standard" ratings for an educator and 2) no more than two ratings below a "3" on the classified employee evaluation instrument. The district office will authenticate standard job performance based on the most current evaluations available. Failure to meet these criteria disqualifies the candidate for the pay incentive.

Professional Growth

Each employee participating in the performance pay program will establish a goal or goal(s) based on his/her last job performance evaluation. These goals will be developed with input from the employee's immediate supervisor. Growth plan goals must be measurable and/or have some tangible proof/artifact of completion. Building level administrators and/or district level supervisors will review, approve and authenticate successful growth plan goals. Failure to meet these criteria disqualifies the candidate for the pay incentive.

Impact on student progress

Professional educators will develop student progress goals. Student progress goals must contain three criteria, namely: (1) a measurable goal, (2) a record keeping procedure, and (3) a time frame. Educators should use established core curriculum standards and objectives to develop their goals. Assessments that could be used to measure progress that are already used within the school's academic program include Criterion Reference Tests, Direct Writing Assessments, Millard Writing Assessments, Utah Basic Skills Competency Tests, end-of-level Career Technical Education exams, DIBELS (reading fluency indicator), etc. Educators may select other assessment criteria if they so choose. Student progress goals will be reviewed and approved by building level and/or district level administrators. Building level and/or district level administrators will also authenticate successful completion of student productivity goals. Failure to meet these criteria disqualifies the candidate for the pay incentive.

Classified employees will establish measurable goals that either directly or indirectly impact student productivity. Goals will be reviewed and approved by the appropriate building level administrator and/or district level supervisor. Building level administrators and/or district level supervisors will also authenticate successful completion of student productivity goals. Failure to meet these criteria disqualifies the candidate for the pay incentive.

Professionalism and leadership

High performing employees contribute to the school community at large and serve as role models to fellow employees and students alike. Employees participating in the performance-based compensation plan will demonstrate professionalism and leadership through the documented completion of one or more of the activities listed below. These goals will be reviewed and approved by the employee's immediate supervisor. The supervisor will also authenticate successful completion of the goals. Failure to meet these criteria disqualifies the candidate for the pay incentive.

- *Surveys: Positive performance survey of appropriate groups served by an employee which could include one or more of the following: students, teachers, parents, peers, etc. (surveys will be developed for employees to use)*

- Professional Development: Participation in appropriate professional development opportunities (i.e. Food Services Seminars,, Transportation Workshops, Maintenance Inservice, Core Academy Workshops, ESL Language Acquisition class, completion of other college or USOE CACTUS credit workshops, etc.), presenting or facilitating a staff development experience at the school or district level, reading and reporting on professional books and/or research related to the employee's assignment, etc.
- Committees: Actively serving on school or district committees.
- Student Organizations: Successfully serving as an advisor to a school or district student organization.
- Extra-curricular Activities: Accepting additional supervision responsibilities for student extra-curricular activities.
- Mentoring: Mentoring a new or struggling employee
- Peer Coaching: Participation in peer coaching sessions with a colleague specifically designed to obtain feedback on pedagogy.
- Leadership: Taking a leadership role in the implementation of specific school and/or district improvement efforts.
- Portfolio: Submitting a portfolio outlining accomplishments, assignments and activities during the 2008-09 school year that demonstrates job-success and/or outstanding professional contributions to the school or district. The portfolio could include examples of some of the above listed indicators. The portfolio should contain at least two letters of recommendation from other employees and/or parents and students.

INSTRUMENTS OR ASSESSMENTS TO BE USED

Job performance instruments that will be used include the following:

- Millard School District Professional Educator Evaluation Framework
- Millard School District Administrator Evaluation Framework
- Millard School District Classified Employee Evaluation and Improvement Report

As outlined above, instruments used to measure student progress of core curriculum standards and objectives may include Criterion Reference Tests, Direct Writing Assessments, Millard Writing Assessments, Utah Basic Skills Competency Tests, end-of-level Career Technical Education exams, DIBELS (reading fluency indicator), etc.

AMOUNT OF COMPENSATION

The amount of performance pay available to the district will be based on October 1st enrollment data and will be based on a per pupil formula derived by the state. The amount of compensation a participating district employee will receive will be based on a percent of the current negotiated salary. An employee must satisfactorily complete each of the four elements of quality employee performance (satisfactory job performance, professional growth, impact on student productivity, professionalism and leadership) in order to receive the bonus. Failure to meet any one or a combination of the four disqualifies the candidate for the pay incentive.

When the final allocation from the state is received, a determination of what percent of our total qualifying employee salary the allocation represents will be made. That percentage calculation multiplied by an employee's annual salary will become the amount of performance pay to which the employee is entitled (i.e. if the state's allocation represents 1% of the districts' total annual salary of eligible participants, and an employee earns \$45,000 per year, that individual would be eligible for a \$450.00 performance bonus; likewise an employee earning \$12,000.00 annually would qualify for a \$120.00 bonus).

It is anticipated that this allocation cannot be made prior to fall 2009, as CRT testing results may not be available until that time.

INDIVIDUAL OR TEAMING CONFIGURATIONS

Participating employees may chose to work as individuals, grade level/subject matter teams, peer coaches, entire schools/departments, or other collaborative groups for all or part of the performance-based compensation program.